

Wohali Academy

1 Havenwood Lane
Travelers Rest, South Carolina 29690

Grades 1-12 Middle School

Enrollment 70 Students

Principal Laura Blackmore 864-834-8013

Superintendent Dr. Phinnize J. Fisher 864-355-8860

Board Chair Charles J. Saylor 864-268-3128

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

UNSATISFACTORY

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	2	19	25

IMPROVEMENT RATING

AVERAGE

ADEQUATE YEARLY PROGRESS

NO

This school met 2 out of 5 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	N/A	N/A	N/A
2004	N/A	N/A	N/A
2005	Unsatisfactory	Below Average	No
2006	Unsatisfactory	Average	No

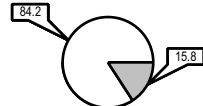
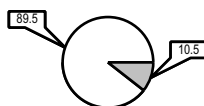
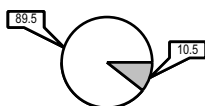
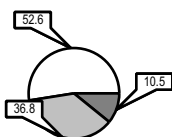
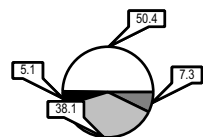
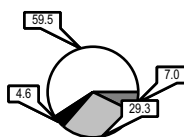
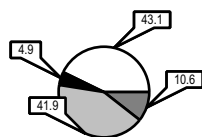
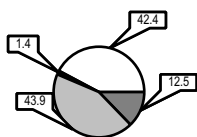
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

60.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	N/A	90.0
English 1	N/A	82.6
Biology 1/Applied Biology 2	N/A	48.9
Physical Science	N/A	28.5
All Subjects	N/A	83.0

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts – State Performance Objective = 38.2%									
All Students	37	73.0	42.9	57.1	0.0	0.0	14.3	Yes	No
Gender									
Male	23	73.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	14	71.4	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	21	76.2	40.0	60.0	0.0	0.0	20.0	I/S	I/S
African American	15	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	28	67.9	54.5	45.5	0.0	0.0	18.2	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	37	73.0	42.9	57.1	0.0	0.0	14.3	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	37	73.0	42.9	57.1	0.0	0.0	14.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	36	72.2	42.9	57.1	0.0	0.0	14.3	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	37	73.0	N/AV	N/AV	N/AV	N/AV	N/AV	No	No
Gender									
Male	23	73.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Female	14	71.4	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Racial/Ethnic Group									
White	21	76.2	N/AV	N/AV	N/AV	N/AV	N/AV	I/S	I/S
African American	15	66.7	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S	N/A	N/A
Disabled	28	67.9	N/AV	N/AV	N/AV	N/AV	N/AV	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	37	73.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	37	73.0	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A
Socio-Economic Status									
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Full-pay meals	36	72.2	N/AV	N/AV	N/AV	N/AV	N/AV	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	37	97.3	90.9	9.1	0.0	0.0	0.0
Gender							
Male	23	95.7	92.9	7.1	0.0	0.0	0.0
Female	14	100.0	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	21	95.2	85.7	14.3	0.0	0.0	0.0
African American	15	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S
Disabled	28	100.0	94.7	5.3	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	37	97.3	90.9	9.1	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	37	97.3	90.9	9.1	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	36	97.2	90.9	9.1	0.0	0.0	0.0

Social Studies							
All Students	37	94.6	85.7	14.3	0.0	0.0	0.0
Gender							
Male	23	95.7	85.7	14.3	0.0	0.0	0.0
Female	14	92.9	I/S	I/S	I/S	I/S	I/S
Racial/Ethnic Group							
White	21	90.5	76.9	23.1	0.0	0.0	0.0
African American	15	100.0	I/S	I/S	I/S	I/S	I/S
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	9	88.9	I/S	I/S	I/S	I/S	I/S
Disabled	28	96.4	94.4	5.6	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	37	94.6	85.7	14.3	0.0	0.0	0.0
English Proficiency							
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Limited English Proficient	37	94.6	85.7	14.3	0.0	0.0	0.0
Socio-Economic Status							
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Full-pay meals	36	94.4	85.7	14.3	0.0	0.0	0.0

Abbreviations for Missing Data
N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	45.5	36.4	18.2	0.0	18.2
2006	3	7	71.4	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	6	83.3	I/S	I/S	I/S	I/S	I/S
	7	11	63.6	I/S	I/S	I/S	I/S	I/S
	8	12	75.0	I/S	I/S	I/S	I/S	I/S
Mathematics								
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	63.6	36.4	0.0	0.0	0.0
2006	3	7	71.4	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	6	83.3	I/S	I/S	I/S	I/S	I/S
	7	11	63.6	I/S	I/S	I/S	I/S	I/S
	8	12	75.0	I/S	I/S	I/S	I/S	I/S
Science								
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	81.8	18.2	0.0	0.0	0.0
2006	3	7	85.7	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	6	100.0	I/S	I/S	I/S	I/S	I/S
	7	11	100.0	I/S	I/S	I/S	I/S	I/S
	8	12	100.0	80.0	20.0	0.0	0.0	0.0
Social Studies								
2005	3	2	50.0	I/S	I/S	I/S	I/S	I/S
	4	1	100.0	N/A	N/A	N/A	N/A	N/A
	5	2	100.0	I/S	I/S	I/S	I/S	I/S
	6	7	57.1	I/S	I/S	I/S	I/S	I/S
	7	9	88.9	I/S	I/S	I/S	I/S	I/S
	8	20	85.0	45.5	54.5	0.0	0.0	0.0
2006	3	7	85.7	I/S	I/S	I/S	I/S	I/S
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	1	100.0	I/S	I/S	I/S	I/S	I/S
	6	6	100.0	I/S	I/S	I/S	I/S	I/S
	7	11	100.0	I/S	I/S	I/S	I/S	I/S
	8	12	91.7	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 70)				
Students enrolled in high school credit courses (grades 7 & 8)	0.0%	Down from 68.4%	11.2%	16.7%
Retention rate	32.3%	Up from 22.2%	3.2%	2.5%
Attendance rate	97.7%	Down from 98.7%	95.9%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	25.0%	Down from 27.3%	2.9%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	25.0%	Down from 33.3%	2.8%	1.0%
Eligible for gifted and talented	0.0%	No change	9.3%	15.6%
On academic plans	0.0%	N/AV	52.6%	39.9%
On academic probation	0.0%	N/AV	1.6%	0.7%
With disabilities other than speech	62.4%	Down from 67.9%	12.7%	12.4%
Older than usual for grade	37.1%	Up from 22.5%	6.5%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	14.3%	Up from 0.0%	1.1%	0.9%
Annual dropout rate	0.0%	N/A	0.0%	0.0%
Teachers (n= 8)				
Teachers with advanced degrees	N/A	N/A	53.1%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	40.9%	N/A	12.6%	9.1%
Teachers with emergency or provisional certificates	N/A	N/A	12.1%	5.6%
Teachers returning from previous year	N/A	N/A	80.1%	84.6%
Teacher attendance rate	98.4%	Down from 99.2%	94.8%	94.8%
Average teacher salary	N/A	N/A	\$42,195	\$42,267
Prof. development days/teacher	13.4 days	Down from 18.3 days	11.8 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	5.3 to 1	Down from 22.7 to 1	19.4 to 1	21.1 to 1
Prime instructional time	95.2%	Down from 97.8%	88.2%	89.0%
Dollars spent per pupil*	\$8,836	N/A	\$6,971	\$6,243
Percent of expenditures for teacher salaries*	35.7%	N/A	57.8%	59.8%
Percent of expenditures for instruction*	46.0%		65.0%	65.2%
Opportunities in the arts	Poor	No change	Good	Good
Parents attending conferences	99.1%	Up from 99.0%	96.6%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Average	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Wohali Academy, Inc. is located on the campus of Springbrook Behavioral Health System's Residential Treatment Facility in Travelers Rest, S.C. in Northern Greenville County. Wohali exists to provide severely emotionally and behaviorally disabled children and adolescents (grades k-5 - 12) the opportunity to engage in a therapeutic learning experience, which builds on individual strengths and emphasizes healthy problem solving.

The school will assist each child to overcome educational, social, interpersonal, and psychological barriers to successful achievement and life adjustment. Each child will progress to a level, both academically and behaviorally, that will allow him/her to return to and be successful in his/her home or base school. Over the course of the last two school years, Wohali has successfully returned approximately fifty students to their home school districts throughout the state of S.C. For its high school students, Wohali offers both the traditional S.C. state high school diploma track as well as the Greenville County Occupational track for students with disabilities. Wohali offers a school-wide behavior management system, which can be and is individualized as needed. Behavioral assistants are present in each classroom, where the student-to-teacher ratio averages 12:1. Therapeutic services at Wohali include the behavior management program, crisis intervention services, individual counseling, group process/therapy, and family support services, recreation therapy, and life-skills education. The NCLB Act requires that AYP be defined in a manner that is statistically valid and reliable. Because Wohali's target population is highly mobile, at-risk students, the timeline for meeting the school's long-term performance goals is on-going. The student population at the beginning of the school year in August is vastly different in December and entirely different at the end of the school year in June. Therefore using absolute measures of proficiency as sole assessment methodologies to determine AYP for Wohali would be both statistically invalid and unreliable, thus immediately establishing Wohali as out of compliance with NCLB and defining it as a school in need of improvement. Therefore, a more reliable and statistically valid model to measure AYP includes using value-added analysis, the measurement of individual student progress over time. Each student, as measured by the Woodcock-Johnson III R, will progress in an academic equivalent year in Math and English. This combination of absolute state testing and value added measures gives depth to the analysis of school performance and proficiency.

Laura Blackmore, Principal
Dr. Jimmy Smith, Chairman

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	9	13	14
Percent satisfied with learning environment	100.0%	92.3%	84.6%
Percent satisfied with social and physical environment	100.0%	91.7%	92.9%
Percent satisfied with school-home relations	88.9%	100.0%	92.3%

*Only students at the highest middle school grade level at this school and their parents were included.